

THE EFFECT OF USING PICTURE DESCRIBING AND STORYTELLING ON YOUNG LEARNERS' SPEAKING ACHIEVEMENT

Gracia Precilya Pratami B. Manuk¹

ABSTRACT

*This study concerns the effect of using Picture Describing and Storytelling to the 5th grade students' speaking achievement. This study was accomplished in the second year of a private Primary School in Kupang which consisted of 48 students as the participants. The writer used quasi-experimental research using non-randomized pre-test and post-test group as her design. The writer found out that the gain scores' mean of pre-test and post-test in the experimental group was 6 and the gain scores' mean of pre-test and post-test in the control group was 3. With the level of significance at 5%, the writer found out that the *t* observation (*t_o*) of the experimental group and the control group was 2.476. Since *t_o* (2.476) is greater than *t*-table (2.015), so *H₀* is rejected and *H_a* is accepted. It means that there is a significant difference between the speaking achievements of students who were taught using Picture Describing and students who were taught using Storytelling.*

Keywords: *Picture, Picture Describing, Storytelling, Teaching Speaking and Speaking Achievement.*

1. Introduction

As a foreign language in Indonesia, English is already taught since Elementary school. However, almost everybody thinks that English is something that is difficult to learn. In fact, English can be taught through something fun like pictures, songs and many other fun things. In learning a foreign language, Speaking is one of the skills that learners pay more attention towards to. Nunan (2003:48) defines that speaking consists of producing systematic verbal utterances to convey meaning. According to Cameron (2001:40), "Speaking is the active use of language to express meanings so that other people can make sense of them." Naturally, a baby learns to speak before it learns to read or write. Therefore, speaking ability in English plays an important role in building communication skills.

Since speaking is important, some techniques have been used by the teacher to increase students' speaking ability. However, they do not give the students special treatment to make them eager to participate fully in learning speaking in the class. Picture is one of the visual aids used to support and help a teacher to grab students' attention because it is considered as a part of visual aids that have many functions in the teaching process. As stated by Piaget (1976), in his earliest theory of cognitive development, children are in the sensorimotor phase. During this phase, children gain knowledge through their senses and they like to see something visual. Therefore, the use of picture should make the teaching learning process more interesting and enjoyable for both students and teacher.

Harmer (2007) stated that a range of objects, pictures and other things can be used as instructional media to present and manipulate language and to involve students in the activities. Wright (1990) stated that picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the

¹ Lecturer of STIE IEU: Sekolah Tinggi Ilmu Ekonomi Indonesian European University

overall experiences. Pictures are considered more effective because they can make students able to catch the idea clearly. Jin (2008) adds the five primary reasons of using picture: it is easy to prepare, to organize, interesting, meaningful and authentic.

In this study, pictures were used in both experimental and control group as the aid in teaching. In the experimental class, pictures were used as the media for Picture Describing, in order to guide the students in creating their own stories. As for the controlled class, pictures were used while the teacher is doing the storytelling, in order to get the students' attention and to make the plot of the story easier for them to understand.

However, in this study, the writer wanted to utilize not only pictures, but also students' creativity and imagination in learning, since they were going to create their own story based on the picture(s) given. In picture describing, the students were given a picture or a set of pictures and later on they are supposed to create their own story based on the picture(s). They could also add their own imagination to the story as long as it is still related to the picture(s).

The control group was taught using storytelling where the students listen to a story told by the teacher and then they would have to retell the story using their own words. By conducting this study, the writer wanted to find out whether students who are taught using picture describing show higher achievement in speaking than those who are taught using storytelling or not.

2. Research Question

Do the fifth grade students who are taught using picture show higher achievement in Speaking than those who are taught using storytelling?

3. Hypotheses

There are two hypotheses in this study, the alternative hypotheses (HA) and null hypotheses (HO).

HA: There is a significant difference between the speaking achievement of the students who are taught using picture describing and those who are taught using storytelling.

HO: There is no significant difference between the speaking achievement of the students who are taught using picture describing and those who are taught using storytelling.

4. Scope and Limitation of the Study

The subjects involved in this study are limited to the fifth grade students of a private primary school in Kupang, East Nusa Tenggara, while the language skill taught was speaking. The genre was Narrative because the participants would be creating stories based on the picture(s) given.

5. Elements of Speaking

A lot of students have difficulties in speaking foreign language. Therefore, the students should learn and mastered these elements of speaking in order to be a good speaker:

Pronunciation. Pronunciation is the way a language is spoken, way in which a word is pronounced. The goals of learning pronunciation is not to get the perfect intonation just like the native speakers have, but it is to get the students to pronounce the words close enough to be understandable for other speakers.

Grammar. In addition to the sound system, learners should be taught by using structure system of language. Learners should learn word order, inflection and derivation into the other meaningful features of the English language.

Vocabulary. Vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for them to express their idea. They need to learn the meaning of the words and how they are used. They must learn large and much vocabularies to make their speech fluently, so they can express idea using sentences in many variation.

Fluency. Fluency is the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Fluency In speaking, fluency is considered as the main goal of many language learners. Most of them want to speak in a reasonably fast speed with a small number of pauses.

Self-Confidence. Self-confidence is an important factor in speaking learning process. Most of the times, students have a lot of great ideas and opinions, but they are too shy and scared to share their ideas o their friends. Krashen (1988), in of his studies, mentioned that a high self-confidence and a low level of anxiety are much needed equipped in the process of second language acquisition. Students tend to think more clearly when they are not stressed out by the materials or the learning activities.

6. Techniques in Teaching Speaking

Discussions. In having discussions, students may aim to come up with a conclusion, share ideas about an event, or find solutions. It is essential that the purpose of the discussion activity is set by the teacher before the activity begins. Therefore, the discussion points are relevant with the purpose, so that students do not spend their time chatting with each other about things that are irrelevant to the materials.

Role Play. Another way of getting students to speak is by doing role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play, the teacher gives information to the learners such as their characters and what they think or feel. For example, "You are David; you go to the doctor and tell him what happened last night, and so on.

Simulations. Simulations are kind of similar to role-plays but what makes it different is that they are more elaborate. In simulations, students can bring items to the class in order to create a realistic environment. For instance, if a student's role is as a singer, she can bring a microphone.

Information Gap. In this activity, students are asked to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Moreover, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brainstorming. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. In storytelling, students can just simply summarize a story that they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling helps students express ideas

in the format of beginning, development, and ending, including the characters and setting a story has to have.

Story Completion. This is a very enjoyable, whole-class, free-speaking activity for which students will sit in a circle. Teacher starts by telling a story, but after a few sentences he or she stops narrating. Each student starts to narrate from the point where the previous one stopped. They are supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Picture Describing. One of the ways to make use of pictures in speaking activities is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class.

7. The Roles of Teachers in Speaking Class

There are a lot of roles for a language teacher and one of them is to help the students to study more efficiently and more enjoyable. A small but important part of the teaching time should be spent on making students aware of why certain things will help them. This way the students will feel that they are getting something after having a class. Therefore, it is important to create the best conditions for learning.

Each role has its advantages and disadvantages depending on what the aims of the teaching and learning of that particular language are and what skill is expected for the students to perform. Teachers must be flexible enough to play a variety of roles in class. The knowledge of students is no longer limited to the teacher's knowledge. The relationship between teacher and students are closer in the sense that teacher can be the resource of knowledge or assistant for students when they need some help, not the one who gives them punishment when they make some errors here and there.

In speaking class, teachers have to make sure that it is the students who have more time in speaking. As it is said above, teachers can assist students when they need helps. As the theory of Wood, Bruner, and Ross (1976) on scaffolding, it was define as a process that enables the students to solve tasks given that are beyond their skills. The theory stated that scaffolds require the adults to control the elements of tasks that are initially beyond the students' capability. So that later on, it is easier for the students to finish their work.

Moreover, teachers also have to make sure that most of the learning activities are student-centred. Therefore, students have more time to speak or share their ideas in the classroom, this way they will improve their speaking skill faster.

8. Picture as a Learning Media

In teaching speaking skills, especially to young learners, there are some rules or principles that should be considered by the teacher. One of them is to provide something for the young learners that will encourage or stimulate them to talk. Therefore, visual stimuli in the form of a picture description will be used in teaching speaking.

Linking to visual stimuli, Hill (1990) says that visuals have a lot of advantages. Pictures are inexpensive, it is available in most situations, personal, consequent enthusiastic use and it brings the unnatural world of the language classroom. Moreover, a lot of writers points out that the teacher can stimulate the young learners to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a

series of sounds. Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language.

9. Issues of Using Pictures in Teaching

There are a lot of advantages and disadvantages in using pictures in teaching, especially in teaching speaking. The using of pictures gives teachers a number of benefits, it can be said that pictures are one of the valuable aids in teaching. Pictures bring not only images of reality, but also function as a fun element in classroom activities. However, using pictures in teaching language has its own limitation. According to Thornbury (2004), in teaching speaking, pictures are not suitable or sufficient for demonstrating the meaning of all words.

Students will find it more difficult in creating their own stories if the only things they are getting are the pictures and a small part of the story done by the teacher. In storytelling, the teacher does the whole story twice; hence the students will find it easier to retell the story.

10. The Steps in Using Picture Describing

Preparation. The teacher begins with preparing things needed for the teaching-learning activities, in this case lesson plan and the pictures which are going to be used. However, the teacher needs to pick pictures that are suitable and appropriate for the level of the students.

Pre-teaching. The teacher does the brainstorming by asking the students several questions related to the topic.

Whilst Teaching. The teacher shows the pictures, explain the picture for a little bit and begins to tell the first part of the story. The teacher should do it twice in order for the students to get a better understanding

Discussion. The teacher tells the students to discuss and work together with their chair mate about the pictures and also discuss what the story is going to be.

Elaboration. The teacher checks the students' work and listen a small part of their story and later on chooses some pairs to tell their stories to the whole class.

Post-teaching. The teacher and the students conclude the lesson and the teacher asks the students about their difficulties in today's lesson.

11. Elements of a Narrative Story

Regardless of genre or style, all good stories have some common elements. According to Roe (2016), there are six elements of storytelling:

Setting. The setting in the story is the time and the location in which a story takes place. Settings can be very specific, but it can also be broader. In other words, it can be a name of a country, a city or even more specific, such as a small cottage in a forest.

Characters. A story usually includes several characters, each with a different role or purpose. There is almost always a protagonist and an antagonist in most stories. The protagonist is usually the main character of a story and the antagonist is the one who opposes the protagonist.

Plot. It is the sequence of events that happen in the story.

Conflict. Conflict sometimes drives the story and creates tension which is the element that makes a story interesting.

Theme. It is the main idea or underlying meaning of a story.

12. The Advantages and Disadvantages of Storytelling

Advantages. Below are some of the advantages of using storytelling in the classroom:

- It is easier for the students to get the main idea or plot without necessarily understanding everything. It can also improve students' other skills, such as Listening skill.
- Most of the new language in stories is perfectly contextualized, repeated once, twice, or maybe more and sometimes they are accompanied by pictures.
- The level of interaction between teachers as the storyteller and students as the audience. For example, when the teacher asks the students to guess what would happen next in the story. It can improve students' critical thinking.
- The nature of the story, the recreating of scenes, the characters and the ideas in the story encourage the students' creativity in learning.

Disadvantages. Below are the disadvantages in using storytelling in the classroom:

- The pronunciation of the teacher who is not a native speaker can be a problem. If the teacher mispronounced some words, it will be harder for the students to understand the story.
- It will be time consuming, since the teacher needs to ask some questions about the story before doing the storytelling. On top of that, the teacher has to do the story at least twice in order to make the students understand the story better.
- The teacher needs to do several preparations, such as pick the appropriate story for the students, prepare the teaching aids, and make the slides and the audio if there is any.

13. The Steps in Using Storytelling

Preparation. The teacher has to prepare everything that are needed for the teaching, such as lesson plan, the story, and the teaching aids. If she does not prepare well, the learning process will not run well.

Pre-teaching. The teacher prepares the students' physically and psychologically to follow the process of learning by asking them several questions related to the topic.

Whilst Teaching. The teacher does the storytelling twice, and the students have to listen carefully.

Discussion. The teacher tells the students to find a partner and discuss about the story that they have just listened.

Elaboration. In this activity, the students have to be ready in order to share their idea about the story. There are some students that are chosen by the teacher or even volunteers to perform in front of the classroom.

Post-teaching. The teacher and the students conclude the lesson and the teacher asks the students about their difficulties in today's lesson

14. Creativity in Learning

Students have very different backgrounds, different learning styles, different learning experiences, different degrees of motivation, different language levels and different intelligences and cognitive styles. Teachers cannot just “force” the students to do the assignments by doing what the teacher wants them to do; each student has his/her own way in completing a task. In cooperating creativity in learning, it can go a long way towards making the practice of teaching a target language more effective and certainly much more enjoyable for both students and teachers.

Creativity improves self-esteem as students are given the chance to take a look at their own solutions to problems and see what they are able to achieve. Students use the language to do creative tasks, in this case telling or making a story, so they use it as a tool to help them achieve what they want. This prepares students for using the language outside the classroom in their daily conversations.

15. Research Design

This research is a quasi-experimental research using non-randomized pre-test and post-test group design. In other words, instead of randomizing the subjects, the writer used the intact classes as they were. There were two groups taken for this study, namely group A and B. The first group, group A, was considered as the Experimental Group, the second group, Group B, was considered as the Controlled Group. The writer gave pre-test and post-test to both classes to collect data.

In this research, the data were taken from students’ pre-test and post-test in control and experimental class of fifth grade of a private primary school in Kupang. The writer analysed the data using t-test to answer the research questions. In order to find the significant difference between the control group and the experimental group, the writer calculated the scores between those two groups using T-test: Two Samples Assuming Equal Variances.

16. Population and Sample

The population of this study were the fifth graders of a private Primary School in Kupang. For the purpose of this study, the sample was taken from two out of four classes that represent the fifth graders. The groups considered as group A and group B. Before choosing the class for the experimental group and the control group, the writer observed the means of their final test score using ANOVA (Analysis of Variance) to know that they had the same level of English proficiency.

From the students’ final English score, the score showed that the classes had the different mean scores: 83.083 for class V-A, 83.291 for class V-B, 83.541 for class V-C and 83.565 for class V-D. ANOVA showed that the F calculation was 0.007 and F table at 5% of significance was 2.704. Since $F \text{ calculation} < F \text{ table}$ ($0.007 < 2.704$), hence there was no significant difference in the students’ competence of four classes. Since those classes had the same level of English proficiency, the writer decided to randomly chose that class V-A as the experimental group, V-C as the control group, and V-D as the pilot group.

17. Instrument

In order to obtain the data for this study, the writer developed a set of speaking test, which was used as pre-test and post-test. The test was conducted and scored by the writer herself and one of the English teachers in

that school. The tests were conducted to both control and experimental class, which consist of 24 students in each class. The test was used to measure the student's competence and to achieve the objective. The data was collected by giving speaking test which was conducted twice, pre-test and post-test.

The writer used dialogue to test the students' speaking skill. First, the writer prepared some situations adopted from a scene of some stories. The stories were as follows:

- Cinderella
- Beauty and the Beast
- Snow White and the Seven Dwarfs
- Jack and the Beanstalk
- Malin Kundang

There were five situations:

1. Cinderella

Cinderella's stepmother would not let her go to the party and she was left alone at home. Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and waved her magic wand and changed Cinderella's old clothes into a beautiful new gown!

2. Beauty and the Beast

Once upon a time there lived a wealthy man and his three daughters. One day, the father went to a far-off place and he asked his daughters what they wanted on his return. The first and the second daughter asked for many expensive things, but the third daughter only asked for a rose plucked by her father's hand.

3. Snow White and the Seven Dwarfs

The wicked queen was very angry and jealous of Snow White. She ordered her huntsman to take Snow White to the forest and kill her. "I want you to bring back her heart," she ordered. But when the huntsman reached the forest with Snow White, he felt sorry for her and set her free.

4. Jack and the Beanstalk

Once upon a time there lived a widow who lived in a little cottage with her only son Jack; they were very poor. One day, the widow was sick and needed some money to buy medicines, so she told Jack to sell their only cow. Jack sold the cow for some beans. His mother was so angry, but the beans were not like regular beans; they were magical.

5. Malin Kundang

An old woman ran to the beach to meet the new rich man. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman, and said she was not his mother.

Then, the wrtiter wrote the title of each story on a piece of paper, folded them and told the students to pick their story. After that, the writer gave them the situation and told them to read it, then make a dialogue based on the situation along with their partner. After the students finished making their dialogues, the writer asked each pair to perform it in front of the class. The length of the time for each pair was one to three minutes. There were

twenty-four students in each class, so there were twelve pairs from each class. Therefore, both scorers, the writer and the English teacher, needed around 60 minutes to do the test.

Then, the writer, with the help of the English teacher, scored the students based on a speaking rubric while they were doing the dialogue. In the scoring rubric, the scorers measured five elements of speaking; they were pronunciation, grammar, vocabulary, fluency, and comprehension. The scoring was based on a speaking rubric adopted from “Testing English as a Second Language”. Below is the rubric used in this study:

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent
	4	Always intelligible, though one is conscious of mispronunciation
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is being said and/or slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.

Aspects	Score	Description
	1	Cannot be said to understand even simple conversation virtually impossible.

18. Findings and Discussion

To identify whether there is significant difference between the experimental group and the control group, the writer analyzes the data using the statistical calculation based on the following steps.

First of all, the writer formulated the statistical hypothesis whether the H_0 was accepted or rejected with a 0.05 level of significance. It means that the chance of making a wrong decision was maximally 5%. Then, the writer calculated the scores using t-test formula. The H_0 was accepted if the value of t obtained was less than the t table at the 0.05 level. In order to find the significant difference on the students' writing achievement between two groups, the writer calculated the gain scores' mean of the pre-test and post-test.

Based on the calculation, the writer found out that the gain scores' mean of pre-test and post-test in the experimental group was 6 and the gain scores' mean of pre-test and post-test in the control group was 3. With the level of significance at 5%, the writer found out that the t observation (to) of the experimental group and the control group was 2.476. Since to (2.476) is greater than t-table (2.015), so H_0 is rejected and H_a is accepted. It means that there is a significant difference between the speaking achievement of the fifth grade students who were taught using Picture Describing and those who were taught using Storytelling. Therefore, it can be concluded that the students of the experimental group (V-A) who were taught using Picture Describing showed higher speaking achievement than those taught using Storytelling.

Related to the finding above, there are some possible explanations why Picture Describing is considered better than Storytelling. First, Picture Describing made the students enjoy the learning activities more than Storytelling. This is because Picture Describing let the students use their creativity in learning.

Second, by doing Picture Describing activity, the students were able to remember the storyline easily since they created it themselves. As Harmer (2007) stated, objects or pictures can be used as instructional media to present and manipulate language and to involve students in the activities. On the other side, while the teacher was telling the story, the writer noticed that some of the students could not keep up with the story. As a result, they were confused of what to do when they were told to retell the story. Simply saying, they could not remember the plot of the story.

The writer also found that Picture Describing could improve the students' motivation in learning because they were able to directly involve themselves in the activity by discussing with their group members and came out with unique stories of their own. Sometimes most students do not have the confidence to speak up because they are afraid to make mistakes. However, Picture Describing let the students be in their happy place since they did not have to think about making mistakes because the story was created by them. This result is supported by the theory of Krashen (1988), where he stated that a low level of anxiety is much needed in the process of second language acquisition gives out a greater result for the students.

On the other hand, one of the factors that made control group did not get scores as high as the experimental group was that some of the students did not really pay attention when the teacher did the storytelling. It made them confused when they were told to share their idea related to the stories. Another factor was that the students in control group was used to the idea of just retelling what they had been told to. They also did not really spend much time in discussing since they were all agree with the plot of the story.

Despite that, the control group also made an improvement on their speaking achievement. The mean of control group's pre-test was 71.25 and after the treatments their mean score was 74.5. The reason is because storytelling let the students get more vocabulary which they can use in making the dialogue on the post-test. Moreover, those vocabularies can be used in their everyday conversations. As Hotman (2010) mentioned in one of his book, stories provide things that are familiar to children, hence storytelling is one of the useful ways to introduce new things, in this case vocabulary.

Finally, after all four treatments had been done, the experimental group hardly found any difficulties when they did the post-test. Consequently, they got higher speaking achievement than the students of the control group.

19. Conclusion

One of the great things in using pictures is that visual images stimulate student's perceptions directly, while written words can do this indirectly. Pictures also create more student-teacher and student-student discussions, it draws students' attention and captures their interest.

This study was conducted in a private primary school in Kupang, East Nusa Tenggara. The population was the fifth grade students. The sample of this study is taken from three out of four classes. Class V-D was the pilot group, V-A was the experimental group, and V-C was the control group. Those classes were randomly decided since there was not any significant difference between the English achievements of the classes. The treatments were done four times. The writer was using a quasi-experimental design since she used the intact class. The data of this study were taken from the pre-test and the post-test.

In order to answer the research question, the writer analysed the data by using t-test. The results of t-test design showed that the hypothesis (H_A) was accepted since there was a significant difference between the speaking achievement of the experimental group and that of the control group. In other words, it can be concluded that Picture Describing gets better results than Storytelling.

20. Suggestions

Based on the result of this study, there are some suggestions that the writer would like to give to English teachers, especially to the fifth grade English teachers. First, the writer wants Picture Describing to be considered as a technique to enhance the students' motivation and self-confidence in speaking. Taken from the finding, Picture Describing could improve the students' motivation in learning because they were able to directly involve themselves in the activity by discussing with their group members and came out with unique stories of their own.

Second suggestion is related to the materials for the lesson. Materials for Picture Describing should be chosen carefully, so that they will be appropriate for the students' level of competence. Moreover, the teachers should choose stories that are not really familiar for the students. Otherwise, they will use their background knowledge to create a story.

There are also some suggestions for further research on teaching learning activities that the writer can suggest. First, the writer recommends that the treatments should be given more than four meetings. It will give the students more time to adjust in the teaching-learning activities. The next one, the writer suggests that there has to be vocabulary goals in each meeting that the students have to include in their stories.

References

- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Harmer, J. (2007). *The practice of English language teaching*.
- Hill, D. A. (1990). *Visual Impact: Creative Language Learning through Pictures*. Harlow: Longman.
- Hotman, F., & Giesey, R. E. (2010). *Francogallia*. Cambridge University Press.
- <https://blog.pond5.com/6477-storytelling-101-the-6-elements-of-every-complete-narrative/>
- Jin, B. (2008). *Application of Communicative Approach*.
- Kayi, H. (2012). Teaching speaking: Activities to promote speaking in a second language. *Новейшие научные достижения*, 12(2012).
- Krashen, Stephen D. (1988). *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill/Contemporary.
- Piaget, J. (1976). *Piaget sampler: An introduction of Jean Piaget through his own words*. New York: Wiley.
- Thornbury, S. (2004). *How to teach vocabulary*. New York: Prentice Hall.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100.
- Wright, A. (1990). *Picture for language learning*. Cambridge University Press.